

New Jersey Institute of Technology Digital Commons @ NJIT

Humanities Syllabi

NJIT Syllabi

Fall 2019

HUM 102-019: Writing, Speaking, Thinking II

Ben Apatoff

Follow this and additional works at: <https://digitalcommons.njit.edu/hum-syllabi>

Recommended Citation

Apatoff, Ben, "HUM 102-019: Writing, Speaking, Thinking II" (2019). *Humanities Syllabi*. 238.
<https://digitalcommons.njit.edu/hum-syllabi/238>

This Syllabus is brought to you for free and open access by the NJIT Syllabi at Digital Commons @ NJIT. It has been accepted for inclusion in Humanities Syllabi by an authorized administrator of Digital Commons @ NJIT. For more information, please contact digitalcommons@njit.edu.

Humanities 102: Writing, Speaking, Thinking

Professor: Mr. Ben Apatoff
Office Phone: 973-596-3266
Email: Apatoff@njit.edu
appointment

Term: Fall 2019
Office: Cullimore 431
Office Hours: Scheduled by

Course Format and Objectives

Meeting Times:

HUM 102-019: **Tuesday/Thursday** **11:30 AM - 12:50 PM** **Faculty Memorial Hall 412**

Prerequisites: Permission of the Humanities Department required. Entrance is determined by placement score or completion of HUM 101 with a grade of C or better.

Course Description

HUM 102 is an introduction to writing using both primary and secondary sources. While building on the skills you learned and practiced in HUM 101, HUM 102 asks you to develop research questions, find and cite sources, conduct your own primary research, and synthesize elements of research into coherent wholes. To do so successfully, you will be asked to understand and interpret sources and put them in conversation with each other, as well as correctly document and attribute them. Overall, the general purpose of this class is to set you up for research and writing success in your future courses, both inside and outside of your major.

Course Goals

During this course, you will:

- Explore and refine research topics
- Find, evaluate and choose sources effectively
- Practice writing from primary and secondary research, developing different types of research projects that use fieldwork, library, and online research methods
- Demonstrate knowledge of the conventions of bibliographic citation
- Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work.
- Draft, review, and revise multiple versions of a single writing project

Required Texts and Supplies

- The NJIT custom textbook, *Humanities 102: Introduction to Academic Research 2019-2020*, is available at the University bookstore. Pick yourself up a copy as soon as possible.
- **The Purdue Writing Lab** (formally the Purdue OWL): <https://owl.purdue.edu/>
- A free *NY Times* **e-subscription** (available from the NJIT Library homepage)
- A college-level **dictionary/thesaurus** (can be a free downloaded app)
- A **notebook and writing instrument (pen/pencil)** to take notes in class
- A **writing instrument** to make notes on peer response papers
- A **stapler (& staples)** to staple hard copy pages of assignments together to hand in
- A **laptop computer/tablet** to work on writing drafts or doing research on select days in class (let me know if you don't have a laptop/tablet to bring to class. Writing on a smartphone poses difficulties for most writers).
- A **variety of research resources that you will find on your own** via NJIT's databases and library resources to complete your individual research paper.

I'm counting on you to go the readings, including online assignments, as thoroughly as you would a great book. I'll provide course readings online and in Canvas, as well as some handouts. I may ask you to print readings to bring to class as well.

Assignments & Assessment

Your grade breakdown is as follows:

Research Writing

- Concept map 10%
- Research Proposal 15%
- Annotated Bibliography 15%
- Research Report 25%
- Research poster and presentation 15%
- Class Participation- 20%. This includes attendance, discussion, informal class writings, peer reviews and deadline management. Complete you assigned homework by due date.

Peer review enhances your critical reading, writing, and thinking abilities by providing you with feedback on your writing. For each peer review session, upload your writing to Canvas before class and bring at least three (3) hard copies of your paper to class.

Individual and group work will be evaluated according to the university's grading scale.

If, at any point in the semester, you would like additional feedback from me, you can email me or meet me at my Cullimore 431 office. I have semi-flexible hours at my office job, so reach out beforehand to make sure I'll be there.

Additional Instructional Points:

I'm not one of those "spelling and grammar don't count" teachers. At this level, it is assumed that you have a basic understanding of grammar, sentence structure, spelling and punctuation. We will expand those skills to develop a more precise proficiency in constructing arguments and conducting research. Working closely with these formats, we will gain important insights into how ideas and knowledge are currently generated, organized and disseminated within our society. If your basic understanding of grammar, sentence structure, spelling and punctuation needs improvement, set up meetings with a Writing Center consultant to work on any/all of these areas. It's a great source, and costs nothing.

Grading and Grading Profile

Individual and group work will be evaluated according to NJIT's grading scale:

A = 100-90	B+ = 89-87	B = 86-80	C+ = 79-77	C = 76-70	D = 69-60	F = 59-0
-------------------	-------------------	------------------	-------------------	------------------	------------------	-----------------

Assignments and Learning Outcomes

Assignment Submission

All assignments must be submitted in typed hard copy. I will not accept emailed work. Specific formatting guidelines will vary according to each assignment, so follow the explicit guidelines found on individual assignment sheets. All assignments must be typed/word processed, double-spaced, no "weird" margins/fonts (1 inch margins; 12 point Times New Roman). Yes, I went to grade school too and I know the "14 point" trick. Number papers and staple pages together. In the upper left-hand corner, put your

name, course name, section, professor's name, and date. All papers must have a creative title that gives your audience an idea about your subject matter. Spell check and proofread your work. Check for grammatical mistakes. Assignments are due at the beginning of class. Late class work and homework will only be accepted if your absence is excused. If you're going to be late or miss class, let me know before class starts.

Technology

If you need to get a hold of me email is my preferred method. I will respond to your emails within 24 hours. Plan accordingly. I will not respond to emails that do not include the sender's name. Cell phones should not be used during class unless needed for a specific activity. Set them to silent before class starts. Laptops should only be open when we are drafting. For discussions and presentations they should remain closed.

Participation, Punctuality and Attendance

Make every effort to attend class. All students are expected to attend all regularly scheduled classes. See the NJIT attendance policy: <http://www.njit.edu/registrar/policies/attendancepolicy.php>.

Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, just as it cannot happen at your jobs. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class and how well you do.

You may miss up to one week of class (2 classes) without penalty. Every subsequent unexcused absence will result in a deduction of participation points. **More than six unexcused absences (three weeks of the course) will result in the automatic failure of the course. **NOTE: if you are sick with the flu and/or something contagious and/or running a fever, DO NOT COME to class and get everyone sick. Let me know, we'll try to work something out. You will need a doctor's note.**

Students who expect to miss classes because of religious observance must submit a written list of dates that will be missed by the end of the second week of classes. This is university policy. Students are expected to make up missed work within a week.

Attendance on workshop days is mandatory. If you know in advance you will miss one of these days, meet with me to arrange an alternative solution. **If your group does not complete reviewing everyone's assignment, you must find a time outside of class in which to meet to review each other's drafts.**

Contact your classmates for missed work. Take 5 minutes to meet 3 people and get their contact information.

Name: _____ Phone: _____
Email: _____

Name: _____ Phone: _____
Email: _____

Name: _____ Phone: _____
Email: _____

Note: All assignments, readings, etc. must have been prepared prior to class meetings on due dates. You must have your drafts printed to participate in workshops. Revisions of work must be accompanied, when submitted for evaluation, by all prior drafts.

Late Work

Late work will be severely penalized (**one grade per day—not class—late**). It is better to hand in an assignment you may not be happy with and revise it later than to hand it in late.

Course Etiquette:

- **Come to class in a timely manner.** Tardy students need to enter quietly and not interrupt the class. Do not share the reason you are late with the class. Disruptive classmates will have to leave.
- **Silence all phones and other electronic devices upon entering the classroom. Should you forget to silence your cell phone and it rings, do not answer your phone in class.**
- **Laptops should only be open when we are drafting. For discussions and presentations, they should remain closed.** You will retain more information in your notes if you hand write them. While snapping a photo with your phone is an easy way to capture what is on the board, studies show that there is a connection between your physically writing and remembering.
- **You may not audio or videotape any part of any class without prior written permission from your instructor.**
- Come to class prepared to **participate**.
- **Do not bring food into the classroom.** If you need to bring in something to eat for health reasons, see me.
- **Respect your peers.** You're entitled to your opinions, and it's fine to disagree. Be polite about it. You're reviewing peers' writing, not their opinions. Ad hominem, bigotry, etc. are not opinions.

Online Course Resources

Canvas (our Learning Management System)

Access to all assignments, some readings, and class forums will be provided via the course Canvas site, located at <http://Canvas.njit.edu>. Log into Canvas regularly to make sure you stay up to date with our class. If you get locked out of Canvas, contact the Help Desk at **973-596-2900** or try to reset your password at: https://mypassword.njit.edu/cgi-bin/upr/passchange_default.php.

Academic Integrity

NJIT is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

NJIT's Academic Integrity Code embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework are to be completed individually unless otherwise specified.

The full text of the NJIT's Academic Integrity Code is available for your review at <http://www.njit.edu/doss/code-student-conduct-article-11-university-policy-academic-integrity/>

Special Needs

Every attempt will be made to accommodate every student. If you are a student with a documented needs, see me as early in the semester as possible to discuss the necessary accommodations and/or contact Student Services at 973-596-3420.

The Writing Center at NJIT, Central King Building—Room G-17

Spring 2019 hours: M-Th 10-7, F 11:30-4; <http://www5.njit.edu/writingcenter>

The Writing Center (G17 Central King) is available for 45-minute individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. To make an appointment, visit <https://njit.mywconline.com>

Writing Assignments: Since this is a composition course, you are required to write an annotated bibliography/review of the literature, research proposal, progress report, and researched report/project which each student will present with a poster/visual. You must revise papers in this course, so hand in completed drafts on time and revise them later. If you are absent, contact me and arrange to have someone hand in your work on time and post your work on Canvas.

Out of class assignments must be word processed. Make sure you save your work on at least 2 places (hard drive/cloud/flash drive) so you always have a copy. Make a print out of your paper before you turn off your system so if something goes wrong you only have to retype what you've written rather than going through the entire writing process again. Email a copy of your paper to yourself so you can access it from the writing center and other computer labs. **Update your computer virus protection weekly and do weekly virus scans of your computer.**

Writer's Memo: When you hand in your final drafts—and any subsequent revisions—of your papers, include a **brief (one page typed) business-like memo, addressed to me, which reflects how your writing process developed through the writing of the particular assignment.** Memos done for revisions must discuss **why you changed what you did** and **how peer groups, instructor comments, new research, etc. helped you revise your work.** You should also discuss **what you learned** from writing each paper, **any difficulties you had** while writing the assignment, **what you thought about the assignment** (e.g. if you could change it, how would you do so?), how peer review helped/hurt you, etc. If any part of **your writing process** changed/alterd while working on the paper, you should also comment about that in your memo. **Failure to include your writer's memo with your final drafts will drop your grade one letter per paper.** This memo is a way for us to communicate without requiring that you see me in a conference for each paper. Of course, you are welcome to set up a conference with me **in addition to writing the memo.** (See sample at end of syllabus.)

Revision: You may revise your early assignments (Research Proposal, Annotated Bibliography/Literature Review, and Progress Report) if you would like to improve your grade (there won't be time for your Final Research Report/project and e-Poster/Visual). However, in order to have your revision accepted, you need to do more than merely respond to my comments or corrections; must re-conceptualize your presentation (e.g. the logic, sufficiency, and clarity of your argument and the sources you cite). Revision can improve your grade.

Conferences: If you have questions about your assignments, ask me. If office hours are not convenient, we can reschedule. During Writing Days, I will have short conferences with you individually.

PEER GROUP WORKSHOPS: You will be placed into small groups (3-4 students) for peer response. You will meet with your peer groups during class to discuss the drafts of the papers you will write for this course. Good writers can benefit from some honest feedback from readers, and often writers form support groups to read and react to one another's work. Hearing reactions to your writing from more than one reader will help you judge the effectiveness of your work. Additionally, responding to the work of other writers will help develop your ability to read and revise your own writing. **Your drafts must be complete drafts in order for you to get credit for the peer group exercise.** Peer workshop days are not the time to brainstorm; rather, it is the time to have peers reflect on what you have already written and to help you progress to the next stage of writing—revision. This stage cannot be done if your paper is incomplete. If your paper is not finished on a peer group day, you will receive one absence for the class period. **It is critical that everyone be present and ready to participate on peer group days.**

PEER GROUP ETIQUETTE: I'm not sure how you can make it through high school without getting a decent sense of peer etiquette, but if you have any questions you can ask me. You will be asked to find at least 3 items you liked about the paper and 3 items where the author needs improvement (with some suggestions from the group).

1. **Be timely.** That is, make sure that everyone's writing is given equal time. You know how to divide the number of people in your group by the amount of time we will be spending on a particular day in our peer groups. If you manage not to respond to everyone's paper, it is the group's responsibility to arrange time outside of class to meet to finish the workshop. If you think you've finished early, use the extra time to go back and look at the drafts again.
2. **Listen when your work is being discussed.** If time permits, ask questions of your peers after everyone's work has been discussed.
3. **Be honest but POLITE & TACTFUL.** There is no value in demeaning a peer's work or in personally insulting a peer. "This sucks" is not a review.
4. **Do NOT tell a peer that his/her paper is "fine" and s/he does not need to change anything.** All writing can be improved upon. Stephen King has sold over 350 million books and still employs an editor. Notice how many of your textbooks have had multiple editions. Most published textbooks go through many revisions. If you can write, you can revise.

Sample Writer's Memo

TO: Prof. Apatoff

FROM: David Liu

DATE: February 1, 201

RE: Research Proposal: The Risk of Eating

In this paper, I wrote a research proposal about the risk most people take every day: eating. With all of the news about the dangers in the food supply, the risk of consuming too much trans fat, the American obesity problem and the like, my proposal focuses on why Americans eat too much and argues that the government should NOT step in to ensure that Americans are healthier by passing all these laws. My audience is anyone who has experienced anger when the government steps in and decides that one cannot eat something because it is bad for you.

I began my writing process by first jot listing, then clustering. I like clustering since it lets me just write whatever comes to mind. It's much "freer" than the outlining we did in high school. From the clustering, I did some free-writing and wrote about three drafts before I brought in what I had for the workshop.

The workshop exercise proved beneficial to me because I received feedback on the parts of my proposal, which needed better clarification. My peer group, however, did not work as well with me. My paper's thesis angered some of the students in the group. I would like to be switched into another group, please. My paper, it appears, did not receive as much time as the others in my group (Student A, B, & C).

To make up for my peer group's lack of assistance, I conferenced with you and we weeded out unnecessary sections and tightened up my proposal to make the project fit the scope of a semester-long research paper. Then I took your advice and went to the Writing Center where I learned where commas should go (more or less). The consultant (Patrick) was quite helpful. We discussed how to narrow down the project and to watch that I don't go on a tangent related to another area about dangers of food.

Tentative Syllabus
(Subject to change with notification)

Week 1	Tues 9/3	Introduction/Syllabus 250 Words
	Thurs 9/5	Brainstorm Research Topics in Groups What is Your Passion?
Week 2	Tues 9/10	What is Research Writing? Read: Chapter 1: Research and Writing as a Process
	Thurs 9/12	From Research Topic to Research Question. Assign Research Project
Week 3	Tues 9/17	Thinking Tool: Choosing a Topic Read: CT Chapter 3: Reading
	Thurs 9/19	Creating a Research Strategy Due: Five research topics/proposals
Week 4	Tues 9/24	Getting Started with NJIT Library Research Guides Read: Chapter 2: Posing Meaningful Questions
	Thurs 9/26	Writing a Proposal Due: Two proposals
Week 5	Tues 10/1	Proposal assigned. (start collecting research articles/literature for your literature review as you write your proposal) WRITING DAY to work on your Proposal—bring laptop or notebook to write in class Read: Chapter 4: Choosing and Integrating Evidence
	Thurs 10/3	Searching for Sources Bring three (3) hard copies of three complete pages of your proposal to class for a workshop. Failure to bring your proposal will earn you an absence.
Week 6	Tues 10/8	PROPOSAL ASSIGNMENT DUE, uploaded to Canvas in the following order: 1. Final Draft 2. Writer's Memo Reading Research Articles Literature Review Assigned Read: Chapter 6: Citing Resources
	Thurs 10/10	Searching for & Evaluating Sources Due: At least two full pages your Literature Review
Week 7	Tues 10/15	Due: At least four pages of your Literature Review. Bring three (3) hard copies of three complete pages of your Literature Review to class for a workshop. Failure to bring your proposal will earn you an absence. Read: Chapter 5: Synthesis
	Thurs 10/17	Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning About Fake News Skills and Strategies Fake News vs. Real News: Determining the Reliability of Sources Evaluating Sources Worksheet
Week 8	Tues 10/22	Final Literature Review and Writer's Memo due Writing Annotated Bibliographies & Citation Styles Assignment: Annotated Bibliography
	Thurs 10/24	Conferences Due: At least one full Annotated Bibliography page
Week 10	Tues 10/29	Due: At least three full Annotated Bibliography pages Bring three (3) hard copies of three complete pages of your Annotated Bibliography to class for a workshop. Failure to bring your proposal will earn you an absence. Evaluating Research

	Thurs 10/31	Final Annotated Bibliography and Writer's Memo due Progress Reports
Week 11	Tues 11/5	Progress Report due. You do not need a Writer's Memo with the assignment. Library and Citations Research Poster & Visual Arguments
	Thurs 11/7	Two pages of Research Poster due. Bring a laptop or notebook to work in class.
Week 12	Tues 11/12	Final Research Poster due. Presentations
	Thurs 11/14	At least three full pages of final paper due. Citing Sources
Week 13	Tues 11/19	Due: At least five full pages of your final paper. Bring three (3) hard copies of five complete pages of your paper to class for a workshop. Failure to bring your proposal will earn you an absence.
	Thurs 11/21	Conferences
Week 14	Tues 11/26	Final: At least seven pages due.
Week 15	Tues 12/3	Final: At least ten pages due.
	Thurs 12/5	Final Paper and Writer's Memo Due Presentations
Week 16	Tues 12/10	Presentations/Course Wrap-Up